

**Kentucky Occupational Skills Standards Assessment
KOSSA Scenario Benchmark Papers
Released 2008**



Kentucky Department of Education
Division of Career and Technical Education



Introduction

The Kentucky Occupational Skill Standards Scenario Assessment assesses students' content and technical understanding of their program area. This type of writing assessment asks students to demonstrate their learning and accomplishment in their skill area. This type of writing assessment is different from other forms of writing assessed in Kentucky (e.g., writing for publication [portfolio writing] and on-demand writing). Writing for the KOSSA scenarios is more comparable to open-response assessment than any other type of writing that is formally assessed in Kentucky.

Background

During 2007-2008, Kentucky career and technical education teachers representing different program areas met with CTE consultants at the Kentucky Department of Education to benchmark student samples of skill standards scenarios at each level of KOSSA performance (4, 3, 2, 1). During the benchmarking process, CTE consultants and CTE teachers reviewed different prompts from past years of KOSSA and selected student scenario responses from the chosen program area prompts to determine a "benchmark" or model example, for each of the score points possible. A benchmark identifies a model response for a score point

For example, CTE teachers reviewed all of the student samples that scored "4" during the skill standard assessment to determine the best example or examples of responses that demonstrate the expectations of the prompt for that score point. When selected, that "4" benchmark becomes the standard by which other responses are scored. Responses that demonstrate the expectations similar to the "4," should score a "4" during the skill standard assessment. Likewise, teachers may use these benchmarks during instruction to help students improve so that they may perform better during the actual assessment. The process was repeated for all four score points.

It is the hope of the Kentucky Department of Education, the Division of Career and Technical Education, and the benchmark selection committee that these samples will provide CTE teachers resources to encourage even greater student achievement in the skill standards program areas.

Purpose of this document

The benchmarks selected for each score point and for each program area are intended to answer these questions:

- How are the prompts organized (so teachers may use them as a model for their own)?
- What are the standards by which student responses are scored?
- What do the responses look like at each of the score points?

- How can teachers help students improve their responses to better communicate their understanding of the content?
- How is this type of writing important to help scaffold instruction toward other important kinds of writing? (e.g., writing for publication)

Contents of this document

For each program area represented, teachers will find:

- Rubric for each scenario
- An unannotated copy of each benchmark
- An annotated copy of each benchmark
- A rationale for the score of the benchmark
- Instructional strategies to utilize when using the benchmarks for instruction (included on the rationale page)

How to use this document

Because the prompts for the different program areas identify specific expectations for student performance (4, 3, 2, 1) benchmarks are used to exemplify the standard for each of the scoring points.

By modeling the structure and organization of the prompts and scoring criteria, teachers may develop their own from their units of study. By using the benchmarks as instructional samples, teachers may better understand the expectations of the assessment to promote learning within their classrooms. This benchmark set will show teachers sample prompts for the different program areas and sample responses to use with students.

After asking students to write to a prompt, teachers may analyze their students' responses at the different score points to measure student learning during class and to gauge where their students may perform during the actual assessment.

It is important that teachers understand that the responses generated during the Skill Standards assessment is writing to demonstrate learning and it NOT the same as writing for publication (portfolio writing). These types of writing have different purpose. However, they are connected. Teachers should recognize how this type of writing may be scaffolded to help students eventually write for publication.

KOSSA Scenario Benchmark Paper

Programs' Selection Committee

Thank you to the following Educators who made the Benchmark Paper project a reality.

Allied Health

Tammy Geary, Oldham County Career and Technical Center
Ellen Osborn, Scott County High School

Child Development

Marilyn Bailey, Barren County High School
Kimberlea Embry, Butler County High School
Melanie Franks, East Carter High School
Debbie Isaacs, Campbell County High School
April Roberts, Western Hills High School
Stacy Skaggs, Green County High School

Culinary Arts

CheyAnne Fant, Barren County High School
Bonnie Turner, Hart county High School
Sandy Johnson, Bryan Station High School
Veronica Carmical, Whitley County High School

Financial Services

Janie Proffitt, Henderson County High School
Aimee Wilson, Western Hills High School
Janie Pennington, Elizabethtown High School

Horticulture

Christi Hack- Jessamine County
Regina Fritsch- Scott County
Camille Rice- Wolfe County

Live Stock

Kenny Brammell, East Carter High School
Doug Wilson, Jackson County High School
Donna Remington, Washington County High School

Marketing

David Silver, Madison Central High School
Patty Evans, Taylor County High School
Jane Harris, Retired Teacher, Hopkins County Central High School

SCENARIO A

STANDARDS

AA001 Adjust communication to other's ability to understand

OD002 Demonstrate respect of individual cultural, social, and ethnic diversity within the health care environment

SCENARIO

Understanding and respecting people who are different from you is essential as a health care worker. You must deal with people, both co-workers and patients, from many backgrounds. Cultural diversity may interfere with communication and create barriers.

TASKS

Describe 3 or more cultural differences that might interfere or cause barriers with providing appropriate healthcare. Provide an example of an intervention for each cultural difference.

EVALUATION CRITERIA

You must score a 3 or 4 on the scenario in order to pass this portion of the assessment.

SCORING RUBRIC

4

- Describe 3 or more cultural differences
- Identify one intervention for each difference identified
- Correct use of terminology and information
- Well organized and communicates effectively
- Few grammatical and spelling errors but they do not distract the reader

3

- Describe 2 or more cultural differences
- Identify an intervention to address each difference identified
- Correct use of terminology and information
- Mostly well organized and communicates effectively
- Some grammatical and spelling errors, but they do not distract the reader

2

- Identifies at least 1 cultural difference
- Identify at least 1 intervention for the difference identified
- Mostly correct use of terminology and information
- Some organization and some parts are communicated effectively
- Some grammatical and spelling errors that distract the reader

1

- Attempts to identify at least 1 cultural difference
- Little or no example of an intervention for the difference
- Incorrect use of terminology and information
- Limited organization and limited effective communication
- Many grammatical and spelling errors that distract the reader

KOSSA Benchmark Sample Discussion

Program Area: Allied Health

Score Point 4

Sample 1 of 2

Score Rationale

This response scored a 4 because the student clearly identifies three cultural differences and thoroughly discusses them along with interventions for the identified differences. Though the student organizes this response in numbered response rather than a narrative form, the information is well-organized and the use of space on the page continues to communicate ideas effectively. The student has control of grammar and spelling throughout the response. Finally, terminology is used accurately and is appropriate for the task.

Teaching Points

Teachers may use this sample during instruction to:

- Review the skill standards that are identified with this scenario (adjust communication to other's ability to understand; and, demonstrate respect of individual cultural, social, and ethnic diversity within the healthcare environment.
- Review with students any other cultural differences that may have been covered within the response.
- Reinforce that listing, bulleting, numbering and/or lettering responses are acceptable alternatives to narrative forms of student response.
- Discuss other ways to effectively answer the scenario.

4

**KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET**

STATE STUDENT ID# _____

(A)

ASSESSMENT NAME Allied Health

The healthcare field includes all types of people. As a health care worker, it is important to respect and provide care for people with different backgrounds. Many problems can arise from these cultural differences, like communication, Language, values, and religion could possibly interfere or cause barriers with providing appropriate healthcare.

Language is probably the most challenging barrier to overcome in healthcare. If the patient speaks a different language than the healthcare worker, it is hard for them to communicate. It can be done, however, through pictures, gestures, or even a translator. The language barrier in healthcare is one reason so many hospitals are encouraging their employees to learn a second language.

Personal values are another cultural difference that cause barriers with providing appropriate healthcare. Many people do not believe in removing a feeding tube from a patient in a coma. This reflects their own personal values. As a health care worker, you must learn to respect others' values without criticism or negative comments.

Religion is also a big cultural difference, especially in America. People of different religions

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

have different beliefs and requirements for that particular religion. Some religions might require a person not to work on certain days. Other religions might require a person to refuse certain medical treatment or procedure. You must respect a person's religious beliefs as a health care worker. Sometimes you might have to stress the medical need, but you must always respect the patient.

As you can see, cultural differences such as language, values, and religion might interfere or cause barriers with providing appropriate healthcare. With all of these cultural differences, it is still very important to always respect the patient and care for them to the best of your ability.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

Develops response by using paragraphs in intro & conclusion.

(A)

STATE STUDENT ID# _____

ASSESSMENT NAME Allied Health

Student describes cultural barriers of language, values, and religion.

The healthcare field includes all types of people. As a health care worker, it is important to respect and provide care for people with different backgrounds. Many problems can arise from these cultural differences, like communication. Language, values, and religion could possibly interfere or cause barriers with providing appropriate healthcare.

Language is probably the most challenging barrier to overcome in healthcare. If the patient speaks a different language than the healthcare worker, it is hard for them to communicate. It can be done, however, through pictures, gestures, or even a translator. The language barrier in healthcare is one reason so many hospitals are encouraging their employees to learn a second language.

Specifically identified interventions for barrier

Correct terminology

Personal values are another cultural difference that cause barriers with providing appropriate healthcare. Many people do not believe in removing a feeding tube from a patient in a coma. This reflects their own personal values. As a health care worker, you must learn to respect others' values without criticism or negative comments.

Intervention identified for personal values barrier

Religion is also a big cultural difference, especially in America. People of different religions

Paragraphs to organize & communicate effectively

**KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET**

have different beliefs and requirements for that particular religion. Some religions might require a person not to work on certain days. Other religions might require a person to refuse certain medical treatment or procedure. You must respect a person's religious beliefs as a health care worker. Sometimes you might have to stress the medical need, but you must always respect the patient. intervention identified

Conclusion demonstrates organization

As you can see, cultural differences such as language, values, and religion might interfere or cause barriers with providing appropriate healthcare. With all of these cultural differences, it is still very important to always respect the patient and care for them to the best of your ability. Correct use of punctuation throughout

Throughout the response, the student demonstrates an understanding of the health care issue and uses correct terminology throughout.

Throughout the response, the student demonstrates clear organization of the ideas within response (e.g. language, values, religion) and communicates ideas about these potential barriers effectively.

Student demonstrates control of grammar and correctness throughout response.

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KOSSA Benchmark Sample Discussion

Program Area: Allied Health

Score Point 4

Sample 2 of 2

Score Rationale

This response scored a 4 because the student clearly identifies three cultural differences and thoroughly discusses them along with interventions for the identified differences. This response in narrative form begins with a strong introduction that identifies the points of the response. The next three paragraphs elaborate on each identified cultural difference and adequately discusses the intervention required. The conclusion demonstrates strong organizational writing skills. The information is well-organized. The student has control of grammar and spelling throughout the response. Finally, terminology is used accurately and is appropriate for the task.

Teaching Points

Teachers may use this sample during instruction to:

- Review the skill standards that are identified with this scenario (adjust communication to other's ability to understand; and, demonstrate respect of individual cultural, social, and ethnic diversity within the healthcare environment.
- Review with students any other cultural differences that may have been covered within the response.
- Reinforce organizational skills when writing to demonstrate learning. Organization of the paper and flow of information is important for the reader to grasp all concepts conveyed by the author.
- Discuss other ways to effectively answer the scenario.

**KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET**

STATE STUDENT ID# _____

ASSESSMENT NAME Allied Health Assessment

Scenario
A

- 3 Cultural Differences -

1. Language - Not being able to understand and communicate through speech.

- Intervention -

When dealing with someone that doesn't speak the same language it's best to try to find someone like a co-worker or family member to translate for you.

2. Body language and eye contact - In some countries and cultures people don't use that same body language and eye contact as we do in America. Some body language or eye contact might be offensive.

- Intervention -

Try to always respect what the person's wishes are, such as not to be touched or make eye contact. Try to make them feel as comfortable as possible.

3. Religion and Social Beliefs - In many cultures women and some men are not allowed to look, or talk, or be touched by the opposite sex.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

And Some Religions wont allowe you to
go to others for Help.

- Intervention -

Respect the persons Belifes and way of
life. If the person wont acsept care from the
Oppisit Sex, get them Someone that they will feel
more comfortable with. Only provide care if they
well let you.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID#

ASSESSMENT NAME Allied Health Assessment

Scenario
A

- 3 Cultural Differences -

terminology is appropriate for task

1. Language - Not being able to understand and communicate through speech.

- Intervention -

When dealing with someone that doesn't speak the same language it's best to try to find someone like a co-worker or family member to translate for you.

5 points
With interventions

2. Body language and eye contact - In some countries and cultures people don't use that same body language and eye contact as we do in America. Some body language or eye contact might be offensive.

- Intervention -

Try to always respect what the person's wishes are, such as not to be touched or make eye contact. Try to make them feel as comfortable as possible.

3. Religion and Social Beliefs - In many cultures women and some men are not allowed to look, or talk, or be touched by the opposite sex.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

And Some Religions won't allow you to
go to others for help.

- Intervention -

Respect the persons Beliefs and way of
life. If the person won't accept care from the
opposite sex, get them someone that they will feel
more comfortable with. Only provide care if they
will let you.

Control of grammar and spelling throughout.

though student did not write in paragraphs, information is well-organized by use of bullet points
and spacing on page communicates ideas effectively.

4b/c direct
differences along with interventions to the cultural differences.

094900

KOSSA Benchmark Sample Discussion

Program Area: Allied Health

Score Point 2

Sample 1 of 1

Score Rationale

This response scored a 2 because the student only discussed 1 cultural difference and 1 intervention. The rubric clearly states to describe three cultural differences and identify one intervention for each difference identified. The student did not fulfill the scoring rubric to score a 4. The student's organization for the response was weak.

Teaching Points

Teachers may use this sample during instruction to:

- Review the skill standards that are identified with this scenario (adjust communication to other's ability to understand; and, demonstrate respect of individual cultural, social, and ethnic diversity within the healthcare environment.
- The initial sentence of the response helps communicate the message of the work; however, the student failed to completely identify 3 cultural differences.
- Review with students the points that caused this work to score a 2:
 - Weak organizationally
 - Incomplete information as prompted by the rubric
- Discuss other ways to effectively answer the scenario.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID#

Scenario A

ASSESSMENT NAME Allied Health

Some people come from many different backgrounds. Some cultural differences that might interfere or cause barriers

- in providing appropriate healthcare
- ① are language. you might have a patient that doesn't speak English, and then you'll have to get an interpreter. ①
 - ② Religion. you might have someone of a different religion and not be able to get some help b/c their religion won't allow it. They can't ③ have some medication. Culture. Some cultures won't allow you to have or get any help if you're ill. And there are people that will refuse to have yours or anybody else's help b/c of different cultural backgrounds

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

Scenario A

ASSESSMENT NAME Allied Health

Intro Statement
helps communicate
message.

Some people come from many different backgrounds. Some cultural differences that might interfere or cause barriers w/ providing appropriate healthcare

① are language you might have a patient that doesn't speak English, and then you'll have to get an interpreter. ①

② Religion. you might have someone of a different religion and not be able to get some help b/c there religion won't allow it. They can't ③ have some medication. Culture. Some cultures won't allow you to have or get any help if your ill. And there are people that will refuse to have your's or anybody else's help b/c of different cultural backgrounds

1- Cult Difference
1- Intervention

Organization is extremely weak.

2

KOSSA Benchmark Sample Discussion

Program Area: Allied Health

Score Point 3

Sample 1 of 1

Score Rationale

This response scored a 3 because the student only discussed 2 interventions out of three listed cultural differences. The rubric clearly states to describe three cultural differences and identify one intervention for each difference identified. The student did not fulfill the scoring rubric to score a 4. The student's organization was weak and the reader has to search out the points even though the student moves from one point to the next.

Teaching Points

Teachers may use this sample during instruction to:

- Review the skill standards that are identified with this scenario (adjust communication to other's ability to understand; and, demonstrate respect of individual cultural, social, and ethnic diversity within the healthcare environment.
- Review with students the points that caused this work to score a 3
 - The intervention for prayer could have been a direct intervention , example: allow to pray or have a minister to visit the patient
 - Issue of prayer did not have a strong intervention identified
 - "Morals" was in inaccurate form to use; however, followed through with intervention.
 - Listed three cultural differences but only 2 interventions
- Discuss other ways to effectively answer the scenario.

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

3
mm
4 cc

STATE STUDENT ID# 406-39-6270

1961472162

ASSESSMENT NAME Allied Health Assessment - Scenario A

Working in healthcare can sometimes be stressful. You work long hours, deal with many people, and things are always changing with healthcare. Adding to all of that you may sometimes run into a situation that isn't easy to handle.

When asking a patient how they are feeling or what is the problem you may realize they don't speak English. This is actually a very common problem. With the amount of people we have coming to the United States every day, there is a very good chance you will run into something like this. Doctors' offices and hospitals prepare for situations like these by hiring translators. They are always on call and they hire enough to speak almost every language.

You may come across a patient that has found out they need a certain type of treatment, but refuses to take it because of his/her religion. As a healthcare worker you are required to do what is best for your patient. In the end you must respect the patient's wishes because it's his/her body and although it may not be the best thing for them it is their decision.

You may also encounter problems with co-workers. You may disagree about how to treat a patient.

of us

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

You must either agree on something, get another
persons opinion, or pass the case onto another
doctor.

3
4

KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET

STATE STUDENT ID# _____

ASSESSMENT NAME Allied Health Assessment - Scenario A

Working in healthcare can sometimes be stressful. You work long hours, deal with many people, and things are always changing with healthcare. Adding to all of that you may sometimes run into a situation that isn't easy to handle.

① When asking a patient how they are feeling or what is the problem you may realize they don't speak English. This is actually a very common problem. With the amount of people we have coming to the United States every day, there is a very good chance you will run into something like this. Doctors' offices and hospitals prepare for situations like these by hiring translators. They are always on call and they hire enough to speak almost every language.

③ You may come across a patient that has found out they need a certain type of treatment, but ^②refuses to take it because of his/her religion. As a healthcare worker you are required to do what is best ^②for your patient. In the end you must respect the patient's wishes because it's his/her body and although it may not be the best thing for them it is their decision.

② You may also encounter problems with co-workers. You may disagree about how to treat a patient.

**KENTUCKY OCCUPATIONAL SKILL STANDARDS ASSESSMENT
SCENARIO RESPONSE SHEET**

You must either agree on something, get another persons opinion, or pass the case onto another doctor.

Weak/ineffective organization reader has to search out the points.
Though student does move from 1 point to the next.

"problems with co workers"
did not address cultural barriers & was not necessary to add to paper.

2. Cultural Differences and addresses an intervention for each
did not attempt 3rd the 3rd dealt with co-worker and was not to rubric.